



# ILLINOIS STATE UNIVERSITY

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# Writing Across the Curriculum

Campus-wide forum

November 4 and 5, 2014



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# Senate-Approved Process

- “assure multiple means of gathering campus-wide feedback:
  - Administer a campus-wide electronic survey
  - Conduct campus-wide public forums and student focus groups
  - Request that chairs/directors discuss possible or proposed changes to the requirements at a department/school meeting and collect and return feedback as a department/school
  - Identify cohorts of faculty with specific expertise in the area being reconsidered and reach out to those faculty in one-on-one and/or group meetings for specialized advice (e.g. U.S. politics and history faculty for changes to the Constitution requirement; writing program faculty for changes to university-wide writing requirements; global studies and international studies faculty for changes to the global studies requirement; LLC faculty for changes to the foreign language requirement for the B.A.)
  - Analyze the results of relevant available assessment data and/or initiate the design and collection of such data
  - Compare the existing graduation requirement(s) to those at aspirant institutions”

[http://ucc.illinoisstate.edu/policies/operating\\_policies/#changeGradReq](http://ucc.illinoisstate.edu/policies/operating_policies/#changeGradReq)



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# Context for the Discussion

- General Education Task Force: Writing Across the Curriculum committee
  - Recommendations summary page 3 of the [GETF report](#) (5/1/12)
- Provost charges WAC task force, fall 2013
  - Task force meets spring 2014
  - Delivers recommendations in its [report](#) (May 2014)



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# Executive Summary

“The task force endorsed maintaining the current course structure in General Education while extending the concept of writing-intensive courses into the majors. Specifically, the task force recommends the establishment of a graduation requirement for all undergraduate degrees that would mandate two writing-intensive courses to be taken normally as part of a student’s major.”



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# Proposed Mission Statement

“Writing Across the Curriculum ensures that students receive instruction in effective writing in both General Education and the major. Writing-intensive courses begin in General Education with the institution’s basic course and in the Language in the Humanities category and continue into the major where the writing expectations of professionals in a given field (industry, government, academia) are introduced as models for further development. In this way, improvement of effective writing is a shared value and active learning goal across the undergraduate curriculum.”



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# Proposed Definition of “Writing-Intensive”

“A writing-intensive designation signifies that writing constitutes a substantive component of both the learning and the assessment in the course.

In a writing-intensive course:

- the development of student writing is a stated outcome;
- writing is a valued and repeated part of the assigned work;
- writing is discussed in terms of disciplinary or field-specific conventions and expectations;
- students revise and improve their writing through feedback;
- normally, writing comprises more than 30% of the final grade.”



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# New Graduation Requirement: Undergraduate Catalog 2016-18

Specific language to be included in “Academic Policies and Practices: Degree Requirements: General Requirements for Graduation”

**“Writing Across the Curriculum:** Every student graduating from Illinois State University must have successfully completed two (2) courses designated as writing-intensive beyond those required in General Education.”



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## Next Steps

“The University Curriculum Committee will conduct a review of the proposed change(s) and the subcommittee’s recommendations. Following its usual process, proposed change(s) will circulate to the University community for comment. The UCC may refer recommendations back to the subcommittee for further consideration. If any changes are approved, the UCC will then forward its recommendations to the Provost and the Academic Senate.

The Provost will consider the merits of the recommendations and also the feasibility of implementation, including staffing implications and other costs. The Provost may refer recommendations back to the University Curriculum Committee for further consideration.”

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# Your comments, please...

Comments will be noted in minutes of this forum and provided along with other feedback to the University Curriculum Committee to inform its discussion and eventual recommendations.

To ensure full participation, please limit your comments to three minutes or less.

Please ensure that the discussion remains collegial.

You can also [post comments](#) to the provost's homepage (column on the right).



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